

# Teacher performance determinants: Job training, motivation, and work environment

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## ABSTRACT

The purpose of this study is to evaluate the effects of job training, motivation, and work environment on teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency, Indonesia. In order to achieve optimal results, research data were collected through questionnaires given to 67 teachers. The data analysis method used in this study is multiple linear regression. The results showed that job training, motivation, and work environment partially have a positive influence on teacher performance. Simultaneously, these three factors also have a positive impact on teacher performance.

## KEYWORDS

Job training; motivation; work environment; teacher performance

## ARTICLE HISTORY

Available online: 29 February 2024

## HOW TO CITE

Mulyadi, Ariska, E., & Armayanti, N. (2024). Teacher performance determinants: Job training, motivation, and work environment. *Review of Business and Accounting Research*, 1(1), 11-27. <https://doi.org/10.62941/rbar.v1i1.11>

## 1. Introduction

Human resources play a crucial role in an educational institution. To ensure that school management runs smoothly, educational organizations need to have teachers who have superior knowledge and skills, as well as maximum effort in school management. This aims to improve teacher performance. Teachers are key assets in the context of educational institutions, where they can make invaluable contributions to achieving the goals of the school organization. For example, the importance of the role of teachers in the educational environment is evident in the teaching and learning process. Although schools have adequate financial resources and facilities, if teachers do not have adequate competencies, the education process will be hampered.

Therefore, the role of teacher performance is very significant in achieving the progress of the school organization in order to achieve various goals that have been set. Performance refers to the results of work that can be achieved by individuals or groups of individuals in an organization in accordance with their duties and responsibilities, with the aim of achieving organizational targets legally in accordance with applicable legal and ethical norms. Performance has a very vital and interesting role because of its proven

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impact. Improving teacher performance is one of the most crucial management challenges because success in achieving goals and the continued existence of school organizations depend heavily on the quality of teacher performance.

The trend of teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency, has not yet reached an optimal level. This assessment is in accordance with the results of observations made by researchers. The findings reveal that there are still teachers who do not comply with the school attendance schedule, and the work given to teachers by the school is not completed according to the predetermined time limit, such as the preparation of lesson plans and syllabi. In addition, the results of teachers' work in terms of preparing lesson plans and syllabi also show signs of inaccuracy. Many reports have not undergone editing but have been submitted to the administration. Finally, there are still teachers who are limited in their ability to teach well and correctly. This reflects that some teachers only carry out their routine duties without showing an adequate level of creativity and innovation in the teaching process. As expressed by Sagala & Jauvani (2015), the lack of teacher performance levels can be caused by the view that teachers' duties are only routine, with little room for creativity. Innovation in the context of teachers may still not be fully open, and creativity is not an element that is considered part of achievement.

Teacher performance evaluation in educational institutions is a very important issue and requires adjustments and improvements that take into account the context of time and space. This is even more crucial for educational institutions that are responsible for carrying out their duties in a disciplined and timely manner. This demand reflects a global trend that is inevitable and must be accepted in order to direct the performance of teachers within educational institutions. This is done by utilizing various approaches that can accelerate responses to external changes. Efforts to improve teacher performance in educational institutions continue through a number of methods, including improving the quality of teachers, developing human resource capabilities in dealing with various problems, and increasing the responsiveness of educational institutions to internal and external challenges and needs, such as through job training programs.

Training is a key aspect that must be implemented within the school organization. Improved teacher performance can be achieved by mastering the knowledge and skills relevant to their jobs. In other words, teachers need to undergo training to gain a deeper understanding and the skills needed to perform their duties. The goal of training is to ensure that teachers understand the knowledge, skills, and behaviors emphasized in the training program and that they can apply them in their daily activities. Training is essentially an educational process that aims to equip teachers with the necessary skills to do their jobs. In order to reduce the gap between the knowledge and skills possessed

by teachers and the skills required to perform their duties effectively and efficiently, it is important to create awareness among teachers and principals about the benefits of training and development.

The situation of on-the-job training for teachers at SMP Negeri 2 Jeumpa, Bireuen District, is wide-ranging. Based on the results of a survey conducted by researchers, the problem faced by teachers in attending training is that the material presented is often not in accordance with the specialization of each teacher. As a result, the training is not effective in improving teachers' understanding of their job needs. Principals should also provide training that is relevant to the areas of expertise that teachers will teach at school. The training attended by teachers is expected to improve their understanding of the world of work and help them develop personal competencies and character. It should also provide an impetus for individual performance improvement and career advancement so that teachers become more competent in their jobs. However, in reality, after attending the training, many teachers have not been able to develop creativity in the learning process in the classroom. Training should encourage teachers to explore more creative ideas, as suggested by Nwokeiwu et al. (2015), which showed that training and development have a positive impact on increasing satisfaction and performance and tend to improve overall teacher performance, which in turn will contribute positively to the overall performance of the organization, especially in terms of work productivity.

When teachers attend training, they have the opportunity to acquire new knowledge, skills, and attitudes that can change their behavior, which will ultimately improve their performance. This improved performance also has a positive impact on the achievement of student learning outcomes. In carrying out their tasks, teachers are influenced by motivation, which can be considered an internal or external drive that encourages individuals to achieve certain goals. Various views on motivation refer to the presence of a drive to achieve goals. In the context of principal leadership, the ability to motivate teachers is a must. Principals need to be able to generate teacher motivation so that they can give maximum effort and attention to achieve optimal results.

Work motivation can provide a positive impetus that mobilizes all the potential of a person, triggers desire and high spirits, and increases enthusiasm for working together. Each works in accordance with established norms and standards, upholds mutual respect mutual dependence, understands each other, and respects each other's rights and responsibilities in the entire work process. Work motivation can be seen as a basic human need and is a driver that is expected to fulfill the basic needs desired. Motivating teachers means motivating them to do something or feel motivated to do it. In the context of teaching and learning activities, the role of motivation, both internal and external, is very important. Motivation can help teachers develop various activities and initiatives to guide and maintain perseverance in carrying out learning activities.

The results of a survey conducted at SMP Negeri 2 Jeumpa, Bireuen Regency, show that teachers' work motivation has not reached an optimal level. One of the causes is the lack of recognition from the principal after teachers complete the tasks assigned by the principal. As a result, some teachers may not work to their full potential because they feel that their motivation, which is related to rewards or bonuses, is not recognized or given. In addition, teachers are also often not involved in the decision-making process at school, which can have a negative impact on their performance. From the perspective of Berelson & Steiner (2017), motivation is a conscious effort to influence individual behavior with the aim of achieving organizational targets. Motivation is triggered by individual needs, which become the drive to achieve goals. Therefore, needs are the main driver in motivating a person to work with discipline towards achieving goals. When teachers lose motivation, they can feel bored quickly, which can hinder the implementation of work discipline. Motivation is key in boosting teachers' morale so that they are willing to work hard and contribute all their potential, knowledge, skills, and thoughts to achieve educational goals. Teachers become educators because they have discipline and motivation to educate. Without discipline and motivation, a teacher may not succeed in the task of educating, and if they teach out of compulsion without a strong internal drive, the results may be less than satisfactory.

Besides attention to training and motivation, other factors have the potential to affect teacher performance, especially in terms of contextual or situational factors. In this situational context, we are talking about conditions or situations in the work environment. The work environment encompasses all the facilities and infrastructure available around teachers when they are performing their duties, which can influence the performance of those duties. A comfortable work environment has the potential to increase teacher productivity, which in turn will improve their performance. Therefore, attention to the quality of the work environment is very important for organizations. The conditions surrounding the workplace have a significant impact on how employees perform their duties.

The results of a survey conducted by researchers indicate that the working environment at SMP Negeri 2 Jeumpa, Bireuen Regency, is still inadequate. This is related to the facilities and infrastructure that should support the teaching and learning process and create a comfortable working environment. Some of the problems encountered include the absence of air conditioning in the rooms and the location of the school, which is too close to the highway, causing disturbing noise levels and disrupting students' learning concentration. In addition, there are still teachers who have unharmonious relationships with colleagues, which can hinder the completion of school tasks. In addition, the school leadership does not seem to prioritize improving the school

environment, especially in terms of teachers' facilities and workspace. Teachers should have sufficient and comfortable workspace to perform their duties well.

If this aspect of the environment does not receive adequate attention, it is feared that teacher performance will also be negatively affected. There is a high possibility that teachers will lose motivation to go to their workspace, and they may not even perform their role as educators optimally. Nitisemito (2017) explains that the work environment refers to everything that surrounds a worker and has the potential to affect the performance of his or her duties, such as environmental cleanliness, aspects of sound or music, and other elements. The quality of the work environment can affect employee morale. Conversely, if the work environment does not provide sufficient comfort for teachers, then their performance may be disrupted and not reach optimal levels.

Handayani (2017) research states that education training and motivation have a partially significant effect on teacher performance, while the work environment has an insignificant effect on teacher performance. The main strength of this study is that it comprehensively examines the factors that influence teacher performance in vocational high schools. The study considers the impact of education and training, motivation, and work environment on teacher performance, thus providing a holistic understanding of the topic. In addition, the study used a quantitative approach, which allowed for statistical analysis and identification of significant relationships between variables. However, one of the weaknesses of this study is the reliance on self-reported data by respondents. The use of self-report measures may introduce bias and inaccuracies in the data, as individuals may provide socially desirable responses or have limited awareness of their performance. In addition, this study only focused on teachers in vocational high schools in a particular region, thus limiting the generalizability of these findings to other contexts.

Research by Gala et al. (2017) on training and work motivation affect the teaching performance of junior high school science teachers. The main strength of this study is to examine the effect of training and work motivation on the teaching performance of science teachers in a particular context. The study also provides recommendations for improving teaching performance, such as increasing the intensity of training and implementing a reward system for high-performing teachers. Based on the conditions that have been described, the researcher feels interested in conducting research with a focus on these issues.

## **2. Literature review**

### ***2.1. The effect of job training on performance***

According to Bhat (2013), organizational performance is greatly influenced by the training provided to employees. The study of the relationship between employee

training and performance is becoming increasingly important in the context of modern management because today's business demands require higher levels of efficiency, accuracy, and effectiveness at lower costs and time. This can only be achieved through careful planning, development, and implementation of training programs for employees. Therefore, it is important to strengthen the role of training as an integral part of an organization's strategy in achieving its business goals. Meanwhile, Motloka et al. (2018) found that training not only had a positive impact on employee performance but also had a positive effect on motivation and job satisfaction, especially in Lesotho's banking sector. Therefore, the banking sector in Lesotho needs to regularly allocate resources for training, especially based on identified needs and skill gaps, in order to update employee knowledge, skills, and abilities. Research by Mangkunegara & Waris, (2015) also confirms that training contributes positively to improving performance.

*H<sub>1</sub>: Job training influences teacher performance at SMP Negeri 2 Jeumpa*

## ***2.2. The effect of work motivation on performance***

According to Hasibuan (2018), teacher work motivation is one of the factors that has an impact on their performance. Therefore, steps to improve teacher performance can be taken by increasing motivational factors, such as meeting physical needs, a sense of security, affection, appreciation, and self-actualization. Teacher work motivation refers to encouragement, both from within the teacher and from outside, which encourages them to carry out tasks in the teaching and learning process in order to achieve goals according to plan. The higher the level of motivation, the more optimal results can be achieved. Motivation is an important factor that encourages individuals to carry out certain actions, often referred to as the driver of a person's behavior. Every action taken by a person in carrying out a particular activity is driven by motivation (Sutrisno, 2016). Research conducted by Sebayang & Rajagukguk (2019) found that work motivation has a significant effect on teacher performance.

*H<sub>2</sub>: Work motivation influences teacher performance at SMP Negeri 2 Jeumpa*

## ***2.3. The influence of the work environment on performance***

According to Wirawan (2017), performance is influenced by several factors, which include internal environmental factors, external environment, and internal organizational factors. As stated by Siagian (2015), factors that influence performance include salary, work environment, organizational culture, leadership, and various other factors. Sutrisno (2016) explains that the work environment refers to all the facilities and infrastructure available around workers when they carry out their tasks, and this has the potential to

influence how these tasks can be carried out. From these statements, it can be concluded that motivation and work environment have an important role in influencing performance.

*H<sub>3</sub>*: The work environment influences the performance of teachers at SMP Negeri 2 Jeumpa

### **3. Method**

#### ***3.1. Population and sample***

Population refers to all elements that are the subject of research, as explained by Kuncoro (2018). In the context of this study, the population identified is all teachers of SMP Negeri 2 Jeumpa, Bireuen Regency, totaling 67 teachers, including teachers who have civil servant and honorary status. For sampling in this study, the Probability Sampling method was used, a sampling technique in which each element in the population has an equal chance of being selected as a sample.

More specifically, in this study, the saturated sampling or census sampling method was used, as described by Sugiyono (2018), in which all members of the population were used as samples in this study. A sample is a set of parts of a population unit (Kuncoro, 2018). Thus, the number of research samples was 67 teachers.

#### ***3.2. Data analysis techniques***

Descriptive statistical analysis focuses on collecting, compiling, and presenting summarized data in accordance with the explanation given by Riduwan (2017). Taking into account the objectives of the research to be carried out, this study applies a quantitative descriptive analysis method, in which the data collected from respondents, especially data from questionnaires, will be described and presented in the form of frequency and percentage tables.

A questionnaire was distributed to the respondents to measure the variables in this study. The questionnaire was designed based on predetermined indicators. A Likert scale was used to measure the responses given by respondents to these questionnaires. The Likert scale is used to assess the attitudes, opinions, and perceptions of individuals or groups towards social phenomena (Kuncoro, 2018). In this study, there are five alternative answers given to respondents for each variable, using a scale of 1 to 5.

#### ***3.3. Operationalization of research variables***

**Table 1.** Operationalization of research variables

Variable	Definition	Indicator	Measuring Scale	Questionnaire No.
Job training (X1)	Training is the process of teaching new or existing employees the basic skills they need to perform their jobs (Dessler, 2015).	1. Reaction a. Liked the training b. Valuable 2. Learning a. Skills b. Knowledge 3. Behavior a. Change b. Improvement 4. Results a. Practical b. Quality	Ordinal (Likert)	1-8
Motivation (X2)	Motivation is a meeting between internal drive and external influence (Wahjosumidjo (2012).	1. Salary level 2. Level of fairness 3. Career certainty 4. Old age security 5. Praise from leadership 6. Leadership appreciation 7. Included in decision-making 8. Included in important activities	Ordinal (Likert)	1-8
Work Environment (X3)	The work environment is related to everything that is around the job, and that can affect employees in carrying out their duties, such as employee services, working conditions, and employee relations within the company concerned (Ahyari, 2013).	1. Employee services a. Canteen available b. There is a UKS 2. Working Conditions a. Noise b. Ventilation 3. Employee Relations a. Relationship with Superiors b. Relationship with coworkers c. Understanding of information d. Work atmosphere	Ordinal (Likert)	1-8
Teacher Performance (Y)	Performance is basically what employees do or do not do (Mathis and Jackson, 2012).	1. Quantity of output a. Standard 2. Quality of output a. Target 3. Timeline of output a. Ability b. Obedience 4. Presence at work a. Punctuality b. Discipline 5. Cooperativeness a. Opportunity b. Cooperation	Ordinal (Likert)	1-8



### **3.4. Validity test**

Testing the validity of the questionnaire aims to assess whether the questionnaire is suitable for use as an instrument in research. Validity means that the data obtained through the use of this tool can provide answers that are relevant to the research objectives. In this study, the validity and reliability of the questionnaire were tested using SPSS 20.0 for Windows software. The criteria for interpreting the validity test results are if the r-count value exceeds the r-table value, then the question items in the questionnaire are considered valid. Conversely, if the t count value is smaller than the t table value, then the question items in the questionnaire are considered invalid (Kuncoro, 2018).

### **3.5. Reliability test**

Reliability reflects the extent to which a score is consistent and stable, as explained by Kuncoro (2018). In interpreting the reliability test results, if the alpha value is positive or exceeds the standard alpha value (0.60), then the questions related to the variables tested in the questionnaire are considered to have reliability. Conversely, if the alpha value is negative or less than the standard alpha (0.60), then the questions on the variables tested in the questionnaire are considered not to have reliability.

### **3.6. Multiple linear regression test**

The statistical analysis applied in this study is multiple linear regression analysis. Multiple regression analysis is used to quantitatively measure the extent to which a change in one event can affect another event. In the context of this study, multiple regression analysis is used as a statistical tool to assess the impact of job training, motivation, and work environment variables on the performance of State Junior High School 2 Jeumpa Teachers in Bireuen Regency, expressed through the following Equation (1).

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e \quad (1)$$

Where Y is teacher performance, X1 is job training, X2 is motivation, X3 is a work environment, a is constant, b<sub>1</sub>-b<sub>2</sub> is the regression coefficient, and e is the error term.

To test the effect of each variable partially, a t-test is used at a 95% confidence level or an error rate ( $\alpha$ ) of 0.05, in accordance with the approach given by Umar (2016). Multiple correlation coefficient (R) analysis is used to evaluate the strength and direction of the relationship between the independent variable and the dependent variable. This

study uses multiple correlation analysis to measure the level of association or relationship between the independent variable and the dependent variable (Sugiyono, 2018), with the following objectives in Table 2.

**Table 2.** Correlation coefficient interpretation guidelines

Coefficient interval	Degree of relationship
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong

## 4. Results and discussion

### 4.1. Descriptive analysis

The characteristics of respondents based on Gender illustrate that out of a total of 67 respondents, 5 people (7.5%) were male, while 62 people (92.5%) were female. This shows that the number of female respondents is more dominant than the number of male respondents in this study. Based on information from the age table, 20 people (29.9%) of the respondents were between 41 and 45 years old, followed by 13 people (19.4%) who were between 36 and 40 years old. In addition, 11 people (16.4%) were over 51 years old, 10 people (14.9%) were between 25 to 30 years old, 7 people (10.4%) were between 31 to 35 years old, and 6 people (9.0%) were between 45 to 50 years old. In terms of the latest education, the majority of respondents, namely 64 people (95.5%), had a Bachelor's degree (S1), while 2 people (3.0%) had a Diploma (D3), and 1 person (1.5%) had a Postgraduate degree (S2).

### 4.2. Validity test results

The results of Table 3 show that all variables, instruments, or measuring instruments used in this study have a correlation coefficient that exceeds the critical value of  $r$ , which is set at a significance level of  $\alpha = 5\%$ , which is 0.235. From these results, it can be concluded that all research instruments have a significant level of internal consistency in measuring the aspects being measured. In other words, all data collected is considered valid and can be used to continue the research.

### 4.3. Reliability test results

Based on the results of Table 4, it can be seen that the alpha value (Cronbach's Alpha) is 0.749 for the customer satisfaction variable (Y), 0.819 for the reliability variable (X1),

0.872 for the responsiveness variable (X2), 0.857 for the guarantee variable (X3), and 0.870. Therefore, all questions used in the research variables have proven to have a high level of confidence because the reliability value exceeds the predetermined standard with a value of more than 0.60 and can be considered reliable results.

**Table 3.** Validity testing results

Question items	Variables	Correlation coefficient	Critical table value of r (N=67)	Remarks
A1	Teacher performance (Y)	0,628	0,235	Valid
A2		0,631	0,235	Valid
A3		0,559	0,235	Valid
A4		0,650	0,235	Valid
A5		0,585	0,235	Valid
A6		0,794	0,235	Valid
A7		0,695	0,235	Valid
A8		0,770	0,235	Valid
B1	Job training (X1)	0,806	0,235	Valid
B2		0,810	0,235	Valid
B3		0,803	0,235	Valid
B4		0,741	0,235	Valid
B5		0,644	0,235	Valid
B6		0,732	0,235	Valid
B7		0,529	0,235	Valid
B8		0,721	0,235	Valid
C1	Motivation (X2)	0,718	0,235	Valid
C2		0,755	0,235	Valid
C3		0,774	0,235	Valid
C4		0,639	0,235	Valid
C5		0,660	0,235	Valid
C6		0,605	0,235	Valid
C7		0,382	0,235	Valid
C8		0,345	0,235	Valid
D1	Work environment (X3)	0,810	0,235	Valid
D2		0,832	0,235	Valid
D3		0,806	0,235	Valid
D4		0,705	0,235	Valid
D5		0,743	0,235	Valid
D6		0,541	0,235	Valid
D7		0,683	0,235	Valid
D8		0,670	0,235	Valid

Source: Author's calculations

**Table 4.** Reliability test results

Variable	Number of statements	Cronbach's Alpha		Remarks
		Counting	Standard	
Teacher Performance (Y)	8	0,819	0,60	Reliable
Job Training (X1)	8	0,872	0,60	Reliable
Motivation (X2)	8	0,857	0,60	Reliable
Work Environment (X3)	8	0,870	0,60	Reliable

Source: Author's calculations

#### 4.4. Results of Multiple Linear Regression

From the results in Table 5, a linear equation can be made as follows in Equation (2). From this equation, it can be explained that the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency, without considering independent variables such as job training, motivation, and work environment, has a regression coefficient of 0.393 on the Likert scale. This number is close to 1.00, which is the answer option for "strongly disagree." This indicates that the performance of teachers at SMP Negeri 2 Jeumpa in Bireuen Regency without considering the independent variables is still very low.

**Table 5.** Results of multiple linear regression

Variables	Coefficient	Std. error	t-statistic	Probability
Job training	0.774	0.005	5.239	0.000
Motivation	0.723	0.002	3.599	0.000
Work environment	0.722	0.004	6.064	0.000
Constant	0.393	0.010	7.348	0.000
Adjusted R-squared	0.706			
F-statistic	19.142			
Prob(F-statistic)	0.000			

Source: Author's calculations

$$Y = 0,393 + 0,774X_1 + 0,723X_2 + 0,722X_3 + e \quad (2)$$

The regression coefficient for job training (X1) is 0.774, which means that every 1 percent increase in the job training variable will increase the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency (Y) by 0.774 or 77.4% if other variables remain constant. This indicates a positive or unidirectional relationship between the job training variable and the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency. 3) The regression coefficient for motivation (X2) is 0.723, which means that every 1 percent increase in the motivation variable will increase the performance of teachers at SMP Negeri 2 Jeumpa Bireuen Regency (Y) by 0.723 or 72.3% if other variables remain constant. This shows that there is a positive or unidirectional relationship between the motivation variable and the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency. 4) The regression coefficient for the work environment (X3) is 0.722, which means that every 1 percent increase in the work environment variable will increase the performance of teachers (Y) at SMP Negeri 2 Jeumpa Bireuen Regency by 0.722 or 72.2% if other variables remain constant. This also shows that there is a positive or unidirectional relationship between the work environment variable and the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency.

Based on Table 5, the summary model can explain that the relationship between independent variables, such as job training, motivation, and work environment, on

teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency can be categorized as strong. This is indicated by the correlation coefficient (R) value of 0.827 or 82.7%. This means that the influence of job training, motivation, and work environment has a close relationship with teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency.

The coefficient of determination ( $R^2$ ) of 0.752 explains that teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency is influenced by 75.2% by the variables of job training, motivation, and work environment. While some of the remaining roles, amounting to 24.8%, are other factors that affect teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency. The Adjusted R square value of 0.706 (70.6%) shows the extent to which  $R^2$  has been adjusted from the influence of degrees of freedom, thus providing a more accurate picture of how job training, motivation, and work environment affect teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency.

The test results simultaneously show that the alternative hypothesis ( $H_a$ ) in this study can be accepted. Teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency is strongly influenced by the variables of job training ( $X_1$ ), motivation ( $X_2$ ), and work environment ( $X_3$ ). These variables collectively have a positive impact on teacher performance at SMP Negeri 2 Jeumpa Bireuen Regency, with an F-count value of 19.142 and F-table of 2.51 at a significance level of 0.000. Therefore, it can be concluded that simultaneously or collectively, the independent variables studied have a positive influence on the dependent variable, namely teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency.

The results of statistical testing obtained a t-count value of 5.239 for the job training variable ( $X_1$ ). The t-table value for a sample size of 67 at the significance level ( $\alpha$ ) = 5% is 1.996. By comparing the t-count value with the t-table, the job training variable has a significant positive effect on the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency, which means accepting the null hypothesis ( $H_0$ ) and rejecting the alternative hypothesis ( $H_a$ ).

The results of statistical testing obtained a t-count value of 3.599 for the motivation variable ( $X_2$ ), while the t-table value for a sample size of 67 at the significance level ( $\alpha$ ) = 5% is 1.996. By comparing the t-count value with the t-table, the motivation variable has a significant positive effect on the performance of teachers at SMP Negeri 2 Jeumpa, Bireuen Regency, which means accepting the null hypothesis ( $H_0$ ) and rejecting the alternative hypothesis ( $H_a$ ).

The results of statistical testing obtained a t-count value of 6.064 for the work environment variable ( $X_3$ ), while the t-table value for a sample size of 67 at the significance level ( $\alpha$ ) = 5% is 1.996. By comparing the t-count value with the t-table, the work environment variable has a positive and significant effect on the performance of

teachers at SMP Negeri 2 Jeumpa, Bireuen Regency, which means accepting the alternative hypothesis ( $H_a$ ) and rejecting the null hypothesis ( $H_0$ ).

## 5. Discussion

### *5.1. The Effect of Training on Teacher Performance*

The results of testing the first hypothesis show that job training has a positive, although not significant, impact on teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency. These findings are in line with previous research conducted by Bhat (2013), which revealed that organizational performance is strongly influenced by the training provided to employees. Today, the study of the relationship between employee training and performance has great importance for managers, as modern business demands require the achievement of better efficiency, accuracy, and effectiveness within a limited time and cost constraints. This can only be achieved through planning, developing, and implementing efficient training programs for employees. Therefore, strengthening and implementing training programs should be considered an integral part of the organization's agenda in achieving organizational goals. While training can bring about improvements in employee performance, research also shows that good performance is the result of a broader combination of factors than training alone.

### *5.2. The Effect of motivation on teacher performance*

The results of testing the second hypothesis reveal that motivation has a significant positive effect on teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency. This finding is in line with the results of research conducted by Hasibuan (2018), which identified that teacher work motivation is one of the key factors affecting teacher performance. Therefore, the steps set to improve teacher performance involve efforts to improve motivational factors, such as physical needs, security, affection, appreciation, and self-actualization. Teacher work motivation can be interpreted as an impulse that comes from both inside and outside the teacher, encouraging them to carry out tasks in the learning process with the aim of achieving results as planned. With the higher level of motivation possessed by teachers, the results achieved in the teaching and learning process tend to reach an optimal level.

### *5.3. The effect of work environment on teacher performance*

The results of testing the third hypothesis show that the work environment has a positive and significant impact on teacher performance at SMP Negeri 2 Jeumpa, Bireuen

Regency. The results of this study are supported by Sutrisno (2016), who states that the work environment includes all the facilities and infrastructure available around workers when they carry out their duties, which can affect the implementation of work. The conclusion that can be drawn is that motivation and work environment have a significant relationship with teacher performance.

The research conducted aims to evaluate the effect of job training, motivation, and work environment on teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency. The results showed that job training, motivation, and work environment have a positive effect on teacher performance. This study highlights the importance of these factors in improving teacher performance. In line with these findings, it is important to discuss the implications of these results in the context of previous research and the underlying working hypotheses. The relationship between motivation and work environment with teacher performance has been widely studied and established in previous literature. Teachers who are motivated and work in a positive and supportive work environment are more likely to perform better. In addition, it is important to emphasize potential opportunities for future research in this area. Although this study focused on the specific context of SMP Negeri 2 Jeumpa, Bireuen District, further research could explore the impact of job training, motivation, and work environment on teacher performance in different educational settings or areas.

In addition, future research could delve deeper into specific aspects of the work environment that contribute to teacher performance, such as leadership support, collaboration among coworkers, and available resources. Overall, the findings of this study highlight the importance of job training, motivation, and work environment in improving teacher performance. Educational institutions and policymakers should consider these factors to create a conducive work environment that increases teachers' motivation and improves their performance. It may affect job execution. The conclusion that can be drawn is that motivation and work environment have a significant relationship with teacher performance.

## 6. Conclusion

Based on this research, it can be concluded that job training, motivation, and work environment have a positive and significant influence on teacher performance at SMP Negeri 2 Jeumpa, Bireuen Regency. Effective job training can improve teacher competence and performance. High motivation is also an important factor in encouraging teachers to achieve their goals. In addition, a positive and supportive work environment also plays a role in improving teacher performance. This study also underscores the importance of strengthening training programs, increasing motivation,

and creating a conducive work environment as part of the organization's agenda to achieve organizational goals. The results of this study are also in line with previous research that emphasizes the importance of training, motivation, and work environment in improving overall organizational performance. However, it is important to remember that good performance is influenced by a combination of factors, not just training alone. Therefore, there is a need for holistic efforts in strengthening training programs, increasing motivation, and creating a conducive work environment to improve overall teacher performance.

### Conflict of interest

The authors declare no conflicts of interest related to this publication.

### Acknowledgment

The authors would like to thank Universitas Islam Kebangsaan Indonesia for providing research grants for lecturers. I want to thank the dean, head of department, head of subdivision, and staff of the Faculty of Economics and Business of Universitas Islam Kebangsaan Indonesia, who have provided support for the completion of this research. Furthermore, I would like to thank the chairman and staff of LPPM Universitas Islam Kebangsaan Indonesia for facilitating the research activities.

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